Primary Age Classroom Strategies

If schools can get the strategies of quality first teaching in place it will reduce the difficulties for the majority of pupils and will help identify the remaining groups and individuals with greater needs.

(Rose Report, DfE, 2009, page 48)

Included below is a Primary Classroom Checklist, of Quality First Teaching strategies and resources that will enable all dyslexic pupils to access the curriculum more easily.
Many of these strategies are inclusive practice and can be equally beneficial for the majority of pupils including those with other learning needs.
Schools need to share this list with staff to identify what is already provided and what other strategies and classroom practice needs to be adjusted as whole school policy. The checklist may also provide a further measure of the impact of your school's development work with dyslexia.

Inclusive & Dyslexia Friendly Primary Classrooms		✓Tick the ones you already offer, highlight some you can do this term
Classroom environment		Examples
1	A welcoming environment	Bright, motivating, signs in a variety of languages where needed, calm, non-threatening, clear rules and routines taught, displayed and praised when observed, (catch me …) a quiet distraction free area. "I think I need to explain it better or in a different way" instead of 'you weren't listening!'
2	A comfortable environment	Temperature, lighting, appropriate furniture, access to drinking water, fresh air, room to move, can all pupils see the teacher, board, displays etc.
3	A celebration of strengths	Not just of pupils' writing but models, ideas, behaviour, leadership, motivation charts, creative and sporting challenges and successes
4	Symbols / pictures used or other formats (language) to support written information	For example use icons, symbols or digital images for resources in classrooms, notices around the school, menus in the dining hall, purpose of rooms etc.
5	Support to facilitate multi-sensory and independent learning	Resources accessible on tables and walls: word banks, alphabet strips, small whiteboards and pens, magnetic/plastic/tactile letters, alphabet strips, magnetic alphabet rainbows on wall, walled displays, number lines that are reachable, tabletop illustrated learning mats or glossaries of key words, self-corrective resources, self-help resources
6	Special equipment for those who need it	Left handed scissors, pencil grips, fidget balls, writing slope, coloured overlays for reading, non-slip rulers
7	Clear labels with pictures or photos for classroom resources or subject areas	Scissor drawer with picture ✂, labelled diagrams, learner friendly fonts, (Sassoon, Comic Sans) lower case information
8	Learner friendly seating arrangements	Facing the front, close to the front, study buddy, space for movement, writing slope, in groups for ability or task **not low reading age!**
9	Actions to help relieve visual stress and aid visual clarity	Colour backgrounds to Interactive White Board (IWB), useful tools on IWB such as spotlight and reveal, coloured paper Coloured overlays for reading Use: a variety of colours on the board to separate lines, sections or double line space between or in paragraphs to break up text, lower case words not CAPITAL LETTERS in learner friendly fonts (see 7 above).
10	Visual aids/ timetables to help organisation / memory, structure of lesson / day	Symbols or digital images, marker or arrow to indicate where in the day and time passing, use clocks (digital 12 hour are easiest) to support time of the day, visual sand timers / IWB timers for tasks

During Lessons

Inclusive & Dyslexia Friendly Primary Classrooms		✓Tick the ones you already offer, highlight some you can do this term
Classroom environment		Examples
1	Clear objectives & success criteria	Shared, displayed and discussed and success criteria adapted if necessary
2	Regular opportunities to show understanding or potential difficulties	Traffic Light cards, thumbs up, tell a friend how to…. Assessment for learning questions and techniques
3	Opportunities for pupils to demonstrate strengths	Opportunities to demonstrate creative, leadership, problem solving, sporting, musical, debating, dramatic, verbal, visuo-spatial skills

4	Regular use of audio/visual aids and ICT as an alternative form of accessing information, learning and recording	Digital camera, video camera, language masters, digital recorders, talking word processors e.g. Clicker Writer Onscreen word banks
5	New/technical/difficult vocabulary introduced, explained, displayed and referred to	Table-top glossaries, displays, posters, language master cards, word banks, subject dictionaries
6	Help available to support processing, sequencing and memory	Time to process questions, oral information before responding, large topic map of course that you are following with a 'You are here' movable arrow, post it notes, instructions on language master, talking word processor, memo cards, small whiteboards
7	Tasks that reduce the barriers to writing and offer options of alternative forms of recording	Mind maps, computer based recording such as Clicker grids, DocsPlus, predictive text, digital books, labelled diagrams, bullet points, tables, charts, demo on whiteboard using *record* facility, use of writing frames, planners or planning software Give plenty of time to process and organise written information, extra time for any written tasks, opportunities to discuss and plan, short written or verbal instructions, use the digital recording facility on computers for children to make their own recordings instead of or to support, a writing outcome
8	Provide opportunities to work independently with self-corrective activities	Speech supported ICT, Stile trays, self-corrective games, ICT programmes e.g. Wordshark
9	Plenty of time to process and organise spoken information or instructions	Short instructions, visual cues, task management boards, language master card instructions, pictorial information to support spoken work, recorded instructions to be played by pupil as task is worked through at own speed
10	Reducing the homework load	Target 5 spellings to learn well rather than 20 incorrectly, relevant spellings, alternative forms of recording, minimal writing/reading as it will take x3 times as long , set times e.g. as much as you can do in 15 minutes and ask parent to sign off at that point
11	Opportunities to reduce the reading load	Highlighting key text, copy and paste text into talking WP, e.g. Clicker Writer or DocsPlus bullet points rather than full paragraphs, visual information not just text, digital books, CDs, videos, text to speech, Load2Learn Line trackers, overlays, IWB tools such as spotlight and reveal Use the digital recording facility on computers to record instructions or texts for children to listen to Record instruction on memo microphone or talking tins/postcard etc

Use of Language

Questions	Answers
Questions pitched to challenge all abilities and alternatives made to invite a response	Adjust questions to differentiate, multiple choice, can you think of 3 things you would like to …., give me 5 ways
Questions used to ensure others are listening and on task	Who agrees with ………? Does anyone want to ask another question about…?
Use the language of success Use the language of possibility Use the language of hope	Learners may express limits to their achievements with phrases such as "I'm no good at…" and "I always get X wrong". Support a climate of greater possibility by the language you use in response, such as "yes you did get it a bit mixed up but let's see which bit is causing you problems" Create an ethos where it is acceptable for pupil to say "I'll try but I need some help…" rather than "I cannot do it…".Support this by using phrases such as "You can do it…", and "What helps you do it?"